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AUTHOR Ozzello, Tano; White, Donald M.
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ABSTRACT

This document describes a high school guidance program in which teachers are the primary advisors. A description of the advisor-advisee program includes the following information: (1) an explanation of the need for high quality guidance programs despite the lack of staff; (2) a description of the advisement function and its particular services; (3) a summary of the qualifications of teachers to serve as advisors since many school counselor functions do not require specific training; (4) a list of teacher advisor guidance functions, including academic program planning, career/college information assistance, school adjustment help, and personal/social guidance; (5) descriptions of the professional counselor and principal's roles in teacher advisement programs; and (6) suggestions for design of these programs. Also included in this document is an educational contract in which a student chooses a college preparatory, business, vocational, or general educational plan. Unit subject requirements and sample course credit sheets for each plan are provided. (ABL)

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ED273879

DIPLOMA CONTRACT PROGRAM
(STUDENT - PARENT - SCHOOL)
ADVISOR - ADVISEE

TANO OZZELLO, PRINCIPAL, LA JUNTA HIGH SCHOOL
DON WHITE, SUPERINTENDENT, EAST OTERO SCHOOL DISTRICT

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LA JUNTA HIGH SCHOOL

EDUCATIONAL AGREEMENT

Because La Junta High School is interested in the betterment of secondary education and because La Junta High School is aware of the need for students and parents/guardians to have important roles in the formation of the student's individual but realistic educational plans through counseling and guidance, an agreement is established for the student to pursue his/her educational objectives as outlined below.

I, _____, have chosen the following program for my emphasis at this time:

_____ College Preparatory

_____ Business

_____ Vocational

_____ General

Whatever your goals, you should begin to plan your future now. Your parents, teachers, and counselors can help you. Feel free to ask them questions. You are encouraged to follow this agreement as considerable thought and planning have determined the four different programs. With proper counseling this agreement may be changed to meet personal needs.

To allow the school to know that you and your parents/guardians have read the information attached to this agreement, both you and your parents/guardians should sign and return this agreement for filing in your cumulative folder.

_____ _____

Student's Signature Date

_____ _____

Parent/Guardian's Signature Date

_____ _____

Counselor/Teacher/Administrator Signature Date

COLLEGE PREPARATORY

4 units English
1/2 unit Speech Total Language Arts - 9 semesters
3 units Math (Algebra I, Algebra II, Geometry)
3 units Science (Biology, Chemistry + Physics or a Life Science)
1 unit Typing
3 units Social Studies (Geography, Prep U. S. History, Prep Government + elective)
2 units Foreign Language (same language both years)
1 1/2 units Physical Education (Swimming, Team Sports, Individual Sports)
1/2 unit Health

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18 1/2 units required
9 1/2 units electives possible
24 units for graduation

BUSINESS

4 units English* Total Language Arts - 9 semesters
1/2 unit Speech/Oral Communications
2 1/2 units Math (Algebra I, Algebra II or Geometry + Consumer Math)
2 units Science (Biology I + a physical science)
1 unit Typing
2 1/2 units Social Studies (Intro. to Social Studies or Geography, U. S. History, Government + elective)
1 1/2 units Physical Education (Swimming, Team Sports, Individual Sports)
1/2 unit Health

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14 1/2 units required
4 1/2 units Clerical, 5.0 Secretarial, 4.5 Accounting
5 units elective 4.5 elective 5.0 elective
24 units for graduation

*Secretarial Office Training waives one Language Arts credit (excluding Speech/Oral Communication)

VOCATIONAL

4 units English Total Language Arts - 9 semesters
1/2 unit Speech/Oral Communication
2 1/2 units Math (Algebra I, Consumer Math + elective)
2 units Science (Biology I and a physical science)
1/2 unit Typing
2 1/2 units Social Studies (Intro. to Social Studies or Geography, U. S. History, Government + elective)
1 1/2 units Physical Education (Swimming, Team Sports, Individual Sports)
1/2 unit Health

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14 units required
6 vocational units required from the following departments: Business, CAVOC, Home Economics, Industrial Arts, or Vocational Agriculture. (Units that qualify are classes numbered 600-799.)
4 units electives
24 units for graduation

GENERAL

4 units English* Total Language Arts - 8 semesters
1/2 unit Oral Communications/Speech (may count as partial completion of Language Arts credit)
2 units Math
2 units Science
2 units Social Studies (Intro. to Social Studies or Geography, U. S. History, Government)
1/2 unit Typing
1 1/2 units Physical Education (Swimming, Team Sports, Individual Sports)
1/2 unit Health

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12 1/2 units required
11 1/2 units electives
24 units for graduation

*A course in Reading may also be required for the student upon decision of English Department.

Date Of Grad._____ LA JUNTA HIGH SCHOOL _____ Student Name

GENERAL

Credit	Name of Course	9	10	11	12
LANGUAGE ARTS:					
1 English	_____	X			
1 English	_____		X		
1 English	_____			X	
½ English	_____				
½ Oral Communications	Oral Communications		X		
MATHEMATICS:					
1 Math	_____	X			
1 Math	_____				
NATURAL SCIENCE:					
1 Science	_____	X			
1 Science	_____				
SOCIAL SCIENCE:					
½ Intro Social Studies	Intro To Social Studies	X			
1 U. S. History	U. S. History			X	
½ Am. Govt.	Am. Government				X
PHYSICAL EDUCATION:					
½ Swimming	Swimming	X			
½ Team Sports	Team Sports				
½ Individual Sports	Individual Sports				
TYPING:					
½ Typing I	Typing I		X		
HEALTH:					
½ Health	Better Health	X			
ELECTIVES:					
1 _____	_____				
1 _____	_____				
1 _____	_____				
1 _____	_____				
1 _____	_____				
1 _____	_____				
1 _____	_____				
1 _____	_____				
1 _____	_____				
1 _____	_____				
½ _____	_____				

STUDENT NAME

COLLEGE PREPARATORY

Credit	Name of Course	9	10	11	12
LANGUAGE ARTS:					
1 English		X			
1 English			X		
1 English				X	
1 English					X
½ Speech	Speech I		X		
MATHEMATICS:					
1 Algebra I		X			
1 Algebra II			X		
1 Geometry				X	
NATURAL SCIENCE:					
1 Biology I	Biology I	X			
1 Chemistry I	Chemistry I				
1 Physics/Adv. Life Sci.					
SOCIAL SCIENCE:					
½ Geography	Geography	X			
1 Prep U.S. History	Prep U.S. History			X	
½ Prep Am. Govt.	Prep Am. Govt.				
1 Elective/Elective	/				
FOREIGN LANGUAGE:					
1 First Year					
1 Second Year					
PHYSICAL EDUCATION:					
½ Swimming	Swimming	X			
½ Team Sports	Team Sports				
½ Individual Sports	Individual Sports				
TYPING:					
1 Typing I	Typing I		X		
HEALTH:					
½ Health	Better Health				
ELECTIVES:					
1 /					
1 /					
1 /					
1 /					
1 /					
1 /					
1 /					
1 /					
1 /					
½					

Date Of Grad._____ LA JUNTA HIGH SCHOOL _____
Student Name

VOCATIONAL

Credit	Name of Course	9	10	11	12
LANGUAGE ARTS:					
1 English	_____	X			
1 English	_____		X		
1 English	_____			X	
1 English	_____				X
½ Speech/ Oral Comm.	Speech I or Oral Comm.		X		
MATHEMATICS:					
1 Math elective	_____				
1 Algebra I	Algebra I				
½ Consumer Math	Consumer Math				
NATURAL SCIENCE:					
1 Biology I	Biology I				
1 Physical Science	_____				
SOCIAL SCIENCE:					
½ Intro Social Studies	Intro to Social Studies	X			
1 U.S. History	U. S. History			X	
½ Am. Govt.	American Government				
Physical Education:					
½ Swimming	Swimming	X			
½ Team Sports	Team Sports				
½ Individual Sports	Individual Sports				
TYPING:					
½ Typing I	Typing I		X		
HEALTH:					
½ Health	Better Health	X			
VOCATIONAL PROGRAMS:					
1_____/_____	_____				
1_____/_____	_____				
1_____/_____	_____				
1_____/_____	_____				
1_____/_____	_____				
1_____/_____	_____				
ELECTIVES:					
1_____/_____	_____				
1_____/_____	_____				
1_____/_____	_____				
1_____/_____	_____				

Year of Grad._____ LA JUNTA HIGH SCHOOL _____
STUDENT NAME

BUSINESS

Credit	Name of Course	9	10	11	12
LANGUAGE ARTS:					
1 English		x			
1 English			x		
1 English				x	
1 English*					x
½ Speech	Speech I		x		
MATHEMATICS:					
1 Algebra I		x			
1 Algebra II or Geometry					
½ Consumer Math	Consumer Math				
NATURAL SCIENCE:					
1 Biology					
1 Physical Science					
SOCIAL STUDIES:					
½ Intro Soc. Stud/Geography		x			
1 U. S. History				x	
½ Amer. Government					x
½ Elective					
PHYSICAL EDUCATION:					
½ Swimming	Swimming	x			
½ Team Sports	Team Sports				
½ Individual Sports	Individual Sports				
TYPING:					
1 Typing	Typing		x		
HEALTH:					
½ Health	Health	x			
CLERICAL PROGRAM:					
½ Recordkeeping	Recordkeeping		x		
1 Typing II	Typing II			x	
½ Business Machines	Business Machines			x	
1 Office Orientation	Office Orientation				x
1 Clerical Office Trg.	Clerical Office Training				x
1 COE Work	COE Work				x
SECRETARIAL PROGRAM:					
½ Recordkeeping	Recordkeeping		x		
1 Typing II	Typing II			x	
1 Shorthand/Speedwriting	Shorthand or Speedwriting			x	
½ Business Machines	Business Machines			x	
1 Office Orientation	Office Orientation				x
1 Secretarial Office Trg.*	Secretarial Office Training				x
1 COE Work	COE Work				x
ACCOUNTING PROGRAM:					
1 Accounting I	Accounting I			x	
½ Business Machines	Business Machines			x	
1 Accounting II	Accounting II				x
1 Office Orientation	Office Orientation				x
1 COE Work	COE Work				x
ELECTIVES:					
1 ____/					
1 ____/					
1 ____/					
1 ____/					
1 ____/**					

*May count as one Language Arts credit.
**One less elective in Secretarial Program.

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L A J U N T A H I G H S C H O O L

A D V I S O R - A D V I S E E P R O G R A M

1984 - 1985

LA JUNTA HIGH SCHOOL

ADVISOR - ADVISEE PROGRAM

1984

ADVISEMENT - A HELPING ROLE

The inability of counselors to deliver a modern guidance program is one of the most widely recognized and least discussed realities of American education. Some schools/districts simply accept the fact and "make do." A few commit psychological suicide by "riffing" the entire professional guidance staff. (If you can't do it well, don't do it at all.)

Others are looking more and more to a useful compromise that lowers the high student-staff guidance ratios and provides a quality program. This useful compromise is the teacher advisor plan.

As society places greater emphasis on the need for school effectiveness, more attention is focused on the quality of the school learning environment. Quality instruction is an important component of effectiveness. Quality advisement is another.

Advisement is a function of the school guidance program in which teachers, administrators, and sometimes paraprofessionals, join professional counselors in helping student advisees plan and achieve appropriate educational, career, and personal-social goals. Advisement programs have sprung from educator concern for the increaslingly impersonal environment of schools and the lack of adequate direction experienced by many middle level and high school students. In advisement, a team of professionals and paraprofessionals works together to promote student adjustment and success in school.

Americans place great store in equality of opportunity, individual freedom of expression, and validation of an idea by its practicality. This individualistic orientation has shaped the organization and structure of American education. School curriculum is organized in discrete courses taught, largely, as individual teachers see fit. Evaluation of student achievement is decentralized and primarily in the hands of teachers. American students make many decisions about educational, career, and personal-social matters. Unlike their European and Asian counterparts, they

are subject to few restrictions either in coursework or career goals. Generally, they make these important decisions without much guidance. The purpose of advisement is to provide useful help to students on an ongoing basis -- the very kind of assistance that counselors do not have the time to provide.

TERMINOLOGY PROBLEMS

Discovering the meaning of advisement involves sorting out the various definitions of guidance and counseling. The latter terms connote different things to different people. In practice, the terms are often used interchangeably, but guidance is usually reserved for the broader role. Operationally, counseling seems to be a guidance function. Shertzer and Stone describe guidance as "the process of helping individuals to understand themselves and their world." Counseling describes specific processes or techniques used to deliver guidance services at a particular educational level.

Advisement is also a guidance funciton. It is the "helping link" between group guidance activities and professional counseling/ referral. Guidance activities are informational in nature, provided either in groups or individually, on academic, career, or personal-social matters. Guidance activities may be quasi-administrative or clinical depending on the purpose. The major guidance services are:

1. Career Information - Vocational and college materials made available in special center, through resource persons, college nights, career days, etc.

2. Instructional Units - Teaching units focusing on orientation, career/college planning, and student concerns or problems.

3. Registration and Placement - Registering students for the coming term/year, assisting in class assignment, providing college/job recommendations and employment referrals.

4. Records Maintenance - Establishing personal counseling files for each student.

5. Testing - Administering and supervising individual and group tests, including standardized, criterion-referenced, and competency examinations.

6. Counseling - Personalized, one-to-one contact for planning, problem solving, or placement.

7. Referral - Therapeutic referral to district psychologists and specialists, community agencies, and outside professionals.

Advisement focuses on the instructional end of the guidance continuum. It cuts across several of the guidance functions that do not require specialized professional preparation.

THE GUIDANCE PROGRAM

Career Information	Guidance Units	Registration & Placement	Records Maintenance	Testing	Counseling	Referral
		Advisement				
Instructional						Therapeutic

We do not intend to discuss professional counseling and therapeutic specializations, but it is important to emphasize that both go beyond simple advisement. The popular conception limits the professional counselor's role to testing, scheduling, and giving advice on school adjustment. Too often the message is conveyed that these processes require training and understanding not possessed by classroom teachers (or other interested and sympathetic adults). The result has been a confusion of competence in professional guidance and counseling with the propriety of simple advisement.

Certainly some guidance functions require high levels of professional training and unique competence. But many functions traditionally dealt with by school counselors do not require any special training. Many of the problems referred to counselors are not "counseling" problems at all. Teachers, for example, are well qualified to assist students in academic program planning and placement decisions.

ADVISEMENT PROGRAMS

Programs emphasizing the role of the teacher as a key guidance person have increased in number and sophistication during the past 20 years. These programs are variously termed expanded homeroom, advisory period, home-base, advisory base, student assistnace, teacher adviser, or adviser-advisee. The plans

vary from district to district and by level of schooling (elementary, middle level, senior high). Generally, they call for the teacher to assume guidance functions that are narrowly defined and limited to:

Academic program planning

Career/college information assistance

School adjustment help

Personal-social guidance

Regardless of the organizational characteristics, most advisement programs reflect the following general goals:

1. To emphasize the worth of the individual student;
2. To foster a school environment in which each student can be known as a total human being by at least one professional in the school.
3. To recognize that each student possesses personal interests and needs;
4. To direct each student according to his or her potential;
5. To help each student develop a sense of self-direction;
6. To help the student schedule an appropriate program of study;
7. To help the student solve school adjustment problems;
8. To help each student establish useful career goals.

THE TEACHER ADVISER ROLE

Adviser-advisee (A/A) or teacher adviser (T/A) programs define the role of the adviser in five broad categories:

1. Virtually all certificated personnel are responsible for a group of 9 - 15 students. Teacher advisers (TAs) help students plan their schedules, both academic and cocurricular. Each group is small enough so that advisers can work with advisees on a personal basis. The role is not a conventional homeroom or section responsibility, but a real guidance responsibility.

2. Teacher advisers ordinarily retain the same group of advisees during their entire school career. Each student is randomly assigned a vacant slot in an advisory group. Good "Chemistry" between adviser and advisees should exist. Few students or teachers request assignment changes. Advisees are encouraged to remain in the same advisory group until graduation but they may transfer to another group with good reason.

3. Teacher advisers collect information about each advisee -- from the students themselves, from parents and teachers, and from outside sources -- and store the information in a cumulative folder for reference. TA folders should contain background information on each advisee, short autobiographies, personal and school goals, career and college objectives, health and attendance records, disciplinary reports, a current record of course work completed or in progress, a listing of the student's activities, and a current class schedule. The TAs also have access to advisee aptitude and achievement test scores as well as the results of diagnostic inventories taken by the students (interest inventories, learning style data, etc.)

4. Teacher advisers help students recognize their personal talents and interests and plan career goals accordingly. TA's use background and test information to advise students about their subject matter strengths and weaknesses. They help students and parents set present and future goals. They hold parent conferences and establish other means of communication between the school and the home. They provide a sounding board for student and parental concerns and aspirations.

5. The adviser functions as the home-base teacher and chief in-school contact for all persons and agencies concerned with the student. They mediate disciplinary problems for advisees. They take calls from parents, community persons, and prospective employers. They prepare college and job recommendations for advisees at the high school level.

   Advisers meet with parents during each reporting period to discuss student progress. They refer specialized problems to professional counselors or administrators. The act as advocates and helpers for their advisees. No person in the school is better qualified to characterize a student than his or her own teacher adviser.

THE PROFESSIONAL COUNSELOR'S ROLE

The role of the professional counselor in adviser-advisee programs is frequently misunderstood and often misconstrued. Counselors retain responsibility for the total guidance program of the school and play an important part in the advisement process. The counselor serves as team leader to a group of 20 - 25 teachers and acts as an agent of first referral for information and problems beyond the resources of the teacher adviser.

The counselor works with teachers and their advisee groups:

1. To plan guidance services for the year;
2. To define (in applicable) the instructional content of the home-base guidance program;
3. To prepare and present specialized guidance materials, especially the meaning and utilization of test date;
4. To organize group meetings with parents and outside groups;
5. To handle referrals from advisers.

Professional counselors serve as consultants to teachers, administrators, and others involved in the adviser-advisee program. They provide inservice training to advisers in advisement techniques and are available as resource persons to subject and departmental teams. In fact, the professional counselor's role is greatly enhanced in advisory programs. Councelors have more time to handle the kinds of referrals for which they are professionally trained. Their services are in greater demand by the professional staff because they are the sole in-house experts on techniques needed by the entire guidance team to provide an effective program. As team leaders, some counselors even conduct "case study" sessions for interested TAs and regularly update materials on career and college guidance information.

A COOPERATIVE EFFORT

The relationship between teacher adviser and professional counselor is a cooperative one; the functions are distinct but complementary. Teachers handle academic advisement and ordinary school adjustment problems; counselors supervise the guidance program and handle referrals.

TEACHER ADVISER	PROFESSIONAL COUNSELOR
Someone for students to talk with about:	Someone for students and teachers to talk with about:
1. Grades and credits	1. Social and emotional problems
2. The use of time	2. Problems involving conflicts
3. Study techniques	3. Test scores, aptitudes, learning problems
4. Educational and vocational plans	4. Contacting school specialists and out-of-school agencies
5. Life in and out of school	5. Getting technical help on educational or vocational planning.
6. Attendance and discipline	6. Any change of teacher adviser
7. Problems with other students or teachers	7. Referral of any problem in the first column.
8. Employment forms or college recommendations	
9. Withdrawal from school.	

THE PRINCIPAL'S ROLE

Adviser-advisee programs are rarely initiated and are hardly ever successful without strong backing from the principal. If the principal has high expectations for an advisory program and gives it effective support, enormous changes can result in the school learning climate.

Most schools have very informal lines of communication. The official structures of communication from principal to teacher to student are fraught with obstacles. Linkages are weak and often counterproductive. Information scarcely travels up or down the line without distortion. In schools with functioning teacher adviser programs, however, the entire school staff acts as a guidance team. Student welfare is the pervasive focus. Useful ideas are communicated more readily and implemented more willingly because the student is the center of activity.

The principal's commitment to advisement will be demonstrated by showing openness to teacher initiative and a willingness to be supportive, by:

1. Providing time in the school schedule;
2. Arranging for advisement space and materials;
3. Assigning competent personnel to coordinate the program;
4. Organizing inservice activities;
5. Bringing the program to the attention of the community, the superintendent, and the school board;
6. Encouraging the staff members in their efforts.

DESIGN THE PROGRAM

Schools approach the advisement process in different ways. Various types of programs can be successful with the proper support and commitment. No one approach is correct. Middle level schools seem to favor a guidance/activities format; high schools prefer an academic advisement approach. Some schools arrange for the advisory group to meet each day. Attendance is taken, announcements made, instructional units carried out, and personal conference appointments made, Other schools alternate group meetings and conferences with regular classes (usually physical education, vocational education, or specialized electives). Still other schools schedule three or four students with the adviser on a given day while the remainder of the advisory group attends classes.

SUCCESSFUL PROGRAMS SEEM TO INCORPORATE THE FOLLOWING FEATURES:

1. Advisement will be scheduled on a regular basis;
2. Teachers will be given formally scheduled time for the advisement process;
3. Space will be provided for private conferences;
4. Advisers are assigned no more than 15 students;
5. Advisees remain with the same adviser until they graduate;
6. Virtually all professional personnel will be involved in advisement;

7. The program is supervised by the guidance directors.

8. Advisement teams will be formed under the leadership of professional counselors;

9. Administrator, counselor, teacher, and paraprofessional roles are carefully delineated;

10. Clearly defined procedures are established;

11. A teacher adviser handbook will be developed and kept current;

12. An ongoing inservice program will be instituted;

13. Guidance and couseling reference sources are available to all advisers;

14. Parents and the community are alerted to the value of the program and support it.

A SAMPLE HIGH SCHOOL ADVISEMENT CALENDAR

SEPTEMBER

1. Interview each student; orient new students
2. Develop or update a personalized four-year plan for each advisee
3. Ensure that each advisee's schedule is appropriate
4. Contact parents by phone (can be done in October)
5. Explain schoolwide testing program

OCTOBER

1. Verify student credits in cumulative folders
2. Conduct career survey; orient advisees to career center
3. Explain state proficiency/competency exam
4. Attend adviser inservice session (with professional counselor)

NOVEMBER

1. Review progress reports and grade/credit system
2. Arrange parent conferences for new students and those with academic problems
3. Publicize college/career information night
4. Provide college-bound advisees with planning, testing, and financial information
5. Attend Adviser inservice session

DECEMBER

1. Discuss results of standardized testing with individual advisees
2. Register advisees for second semester
3. Arrange meetings with college representatives
4. Distribute college testing information

JANUARY

1. Complete second semester registration process
2. Re-examine with senior parents the graduation status of their youngsters
3. Attend adviser inservice session

FEBRUARY

1. Review semester progress reports with advisees
2. Arrange parent conferences as needed
3. Discuss options with non-college-bound seniors

MARCH

1. Revise four-year plans for first-year students
2. Pre-register advisees based on four-year plans
3. Arrange follow-up conferences with failing students
4. Attend adviser inservice session

APRIL

1. Review progress reports
2. Prod late college applicants
3. Conduct junior credit check
4. Attend adviser inservice session

MAY

1. Review cumulative folders
2. Conduct sophomore credit check
3. Attend adviser inservice session

JUNE

1. Update advisee cumulative folders
2. Write annual summary reports
3. Attend graduation ceremony, advisee family celebration, etc.

NOTES